

Grant/Contract #	H325T080046
Program Name	Personnel Development to Improve Services and Results for Children with Disabilities
Competition Title	Special Education Preservice Training Improvement Grants Highly Qualified, High Quality (HQ2) Special Educators
Project Director(s)	Higgins, Kyle
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Web	

Organization	Board of Regents Nevada System of Higher Education	Phone	702-895-3205	Project Officer	Tina Diamond
	4505 South Maryland Parkway	Fax	702-895-0984	Begin Date	10/1/2008
	Mail Stop 3014	TTY		End Date	9/30/2013
	Las Vegas NV 89154			Extension Date	9/30/2014

Key Personnel	Time on Proj		Key Personnel	Time on Proj		Fiscal Info		
	AY	S		AY	S	Year	Requested	Actual
Higgins, Kyle	25%		Brown, Nancy	10%		2008	\$149,253	\$149,253
Morgan, Joe	25%					2009	\$99,264	\$99,264
						2010	\$99,184	\$99,184
						2011	\$77,825	\$77,825
						2012	\$74,343	\$74,343

Note:

Purpose: This program will redesign the high-incidence preparation program at University of Nevada, Las Vegas in order to prepare a cohort of special educators to meet the highly qualified designation in special education for the state of Nevada, in addition to obtaining the K-12 Generalist license. A particular focus will also be on providing the experiences needed for successful teaching and tenure in high-poverty schools within the Clark County School District in Las Vegas, one of the fastest growing districts in the nation, containing 337 schools.

Method: Project activities include: (a) restructuring the current program of study to align with state and national standards; (b) providing intensive, connected faculty-professional development that reflects up-to-date knowledge and skills in both content areas and special education practices; (c) enhancing the quality of the practicum and student teaching field placements by providing high-quality mentor training; (d) developing formative and summative strategies for faculty to collect and analyze data related to candidate effectiveness and potential use of evidence-based practices in working with culturally and linguistically diverse students; (e) enhancing the current induction program by including components such as an online professional development tool and a post-graduate-level seminar that addresses the supports needed by practitioners working in high-poverty schools; and (f) enhancing the current field placement tracking system to ensure that all candidates will have field placements in high-need, low-performing schools.

Products: